

**ERROR MADE BY THE STUDENT OF *STIKES AISIYAH***

**IN WRITING COMPOSITION**



**RESEARCH PAPER**

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**by**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English becomes the first foreign language which is taught in school, from kindergarten up to university level. In some departments of university, English is just given for some semesters, for example from the first semester up to the fourth one.

It is like the curriculum in *STIKES AISIYAH* Surakarta that gives the students English course up to the fourth semester even though the students of *STIKES AISIYAH* concentrate their study on nursing and midwifery department. The students are equipped complete skills of English; they are listening, writing, reading and speaking.

In the second semester, the students of *STIKES AISIYAH* get English course from the UMS students who are interested in trying their skill in teaching. This activity called *SEA* standing for Students English Activity that is given in second semester. Here, the UMS students become the *STIKES AISIYAH* students' tutor. In one semester they should finish 10 materials that covering all skills of English.

Learning foreign language cannot be separated from the error because the mother tongue has a lot of differences from the target language. Students who are learning foreign language can find out the differences between the first languages (L1) from the target language (TL). So, for the beginners it will be natural for them if they make an error for the first time. But, it doesn't mean that the errors give them the negative effect for the learners. Error can be an indicator of the learners' stages in their target language

development. “The majority of learners’ errors are linguistically quite different from those made by a native speaker (Corder, 1973: 256)”. This is why the students make errors or mistakes and if the teachers don’t give them correction, they will make errors or mistakes continuously. The errors appear caused by the differences between their mother tongue and the target language.

The students have to learn through trial and errors and the students will not get improvement if they think that errors are the fault that should be avoided. The fears of making mistakes lead them to unencourage to say, to write or to do anything in foreign language. Therefore, they should be motivated and given an understanding that making errors will lead them to get improvement in learning language. In addition, errors and mistakes are different. Mistakes are commonly caused by the performance factors such as fatigue and inattention. On the other hand, errors are caused by the competent factors which are continuous and content. In other words, errors are resulting from lack of knowledge of the rule of English.

Actually, every foreign language teacher finds out the errors made by the students both oral and written form and the students can be said to make errors when the production of oral and written expression differs from the native speaker on the target language norms. In this case the errors appear because of the mother tongue influences the errors in the target language.

Errors in language learning are sometimes natural and tend to occur frequently. Therefore, the teachers must try best skill in teaching to avoid the error made by the students without discouraging them. In addition, knowledge of the sources of the errors will help the teacher to learn the error. The teacher also needs to provide the effective correction related to their errors in order to enable the students to construct the sentences

with appropriate language form. As stated by Selinker (1992: 119), “the self correction of error is indeed necessary and the teacher can serve an important function here”.

In language learning, the students should be involved in the active activities rather than the passive one. Actually, English has four skills, namely: listening, speaking, reading and writing that involve sentences as the central point. It means that the sentences and the basic sentence patterns are considered as the core of the skills. So, it can be said that the success in studying English is affected by the ability in understanding the sentence pattern because all of skills have a close relationship with the arrangement of the sentence especially for writing.

In writing, the students need to control some elements of sentence, like vocabulary, spelling, sentence structure, punctuation, content and format. So, writing is complex cognitive activity in evolving the control of member variables in order to reveal someone’s ideas, thought, or facts into written language in order to persuade, to warn or to inform some information to the readers.

In this case, through writing composition, the teacher gives a big authority to encourage the students for expressing their idea freely because writing is good media to measure the student’s ability in mastering the rule of English and improving their vocabulary. Sometimes, the students who are not moved in English Department, they will find some difficulties in making or combining some words into sentences. They will spend much time just for searching the meaning of one word. But, if they try to write everything in English frequently, they can improve their English itself and in long term they will understand and do by learning the grammar and vocabulary through writing.

Based on the observation to the essay, the writer finds many errors. For example: students make the error sentences in line with grammar

- (1) Global warming has *make many* destruction in the world.
- (2) Allah created the brain for all *man*.
- (3) The example is *new born baby*
- (4) I got many gifts from peoples whom I loved.

Here, can be seen that most of the students made error in grammar and in the selection words. In the first example, the sentence (1) uses past perfect tense, having auxiliary “has” which should be followed by verb past participle (verb III), and the word “many” indicates that the noun is plural and the plural noun can be added by “s”, so the sentence of number (1) should be “Global warming has made many destructions in the world”. This error can be categorized as omission error in verb. In the second example, the students do not master the use of irregular verb, the students are not aware that the distribution of “all” should be followed by the plural noun and the plural form of the word “man” is “men”, therefore the correct sentence of number (2) should be “Allah created the brain for all men”. This error can be categorized as the misformation error in noun. The third example, the students did not master the form of noun phrase. The sentence of “The example is *new born baby*” is wrong sentence. The correct sentence is “the example is the born of new baby”. This error can be categorized misordering error in noun phrase. The last example can be categorized addition error in noun because the students do not master the singular and plural noun. Here, the student writes “I got many gifts from peoples whom I loved”. This is the wrong sentence, because “people” is the plural form of “person”. So, it does not allowed to add “s” morpheme in the word of “people”. Then the correct sentence is “I got many gifts from people whom I loved”.

Based on this phenomenon, the writer tries to explore their error and give them such of course in order they can produce the writing better. Therefore, the writer conducts a

research entitled **“Problem Faced by Students of *STIKES Aisiyah* in Writing Composition”**.

## **B. Previous Study**

The researcher finds out that there are some researchers who have done a research in error analysis.

Dewi Fitriasih (UMS: 2004) conducted a research entitled *Error Analysis On Written Production Made by The Second Year Students of SMU NEGERI 3 NGEMPLAK BOYOLALI in 2003/2004 Academic Year*. In her research, she uses surface strategy taxonomy to analyze the data. The students made error is in omission 10 errors (7, 5%). Then, the other errors are in addition, it consists of 12 errors (8, 9%); misuses of verb after auxiliaries are 10 errors (7, 5%). While the highest frequency of error is additional of “to be” in the present tense (14, 9%) with the total of errors are 20 sentences.

The second researcher is Setiono (UMS: 2008) conducted a research entitled *An Error Made by The Second Year Students of SMP N 3 GONDANGREJO in 2007/2008 Academic Year*. In his research, he uses surface strategy taxonomy to analyze the data. He found for about 396 errors. The dominant error is in omission “to be”, 46 errors (36, 9%). Then, the other errors are in omission of preposition “by”; it consists of 12 errors (3%); omission of subject are 3 errors (0, 8%); omission of verb are 8 errors (12%); omission of auxiliary are 9 errors (2, 2%) and omission of article are 12 errors (3 %).

Emi Taufanawati (UMS: 2006) is the third researcher that also conduct research paper in error analysis. Her research was entitled *Error Analysis on The Grammar Used in English Speech “MUKHADHARAH” Texts by The Second Year Students of Junior High School in AL-MUKMIN ISLAMIC BOARDING SCHOOL*. The result of her research shows that the highest frequency of errors based on the surface strategy taxonomy is

omission errors with the total number of errors 139 or 48, 61%. Then the other errors are in addition 65 errors or 22, 73%; misinformation are 22 errors (21, 67%) and misordering are 20 errors (6,99%).

In this research, the writer tries to explore the problem of student *STIKES AISIYAH* in writing composition. This research is the first research in analyzing the error in university level. The first, second and the third researchers have been done research of error in Junior and Senior High School. The previous researchers have analyzed the data using surface strategy taxonomies. Here, the writer tries to analyze the data by using the combination of surface strategy taxonomies and Linguistics category taxonomies. So, this research is different from the previous researchers, because in this research the writer explores or examines the error of students in higher level of education that is in university level. This is done by the writer in order to enlarge the research of error analysis in university level. Therefore, the writer conducts a research entitled “Problem Faced by Students of *STIKES AISIYAH* in Writing Composition”.

### **C. Problem Statement**

Generally, the students of *STIKES AISIYAH* have problem in writing composition. The problem, here, can be seen from the selection of word and also in grammar. Here, the writer presents the subsidiary research questions based on the statement on the background of the study; the problems of this research are as follows:

1. What are the types of error made by the students in writing composition?
2. What is the frequency of each error type?
3. What are the causes of the students’ errors? and
4. What is the pedagogical implication in language teaching?

#### **D. Objective of the study**

The objectives of this research are as follows;

1. classifying and describing types of error made by the *STIKES AISIYAH* in writing composition,
2. drawing the frequency of errors faced by the *STIKES AISIYAH* students,
3. describing the causes of the students' error, and
4. explaining the pedagogical implication in language teaching.

#### **E. Limitation of the Study**

In conducting the research, the writer limits the problem that is going to be discussed. The meaning of problem in this study is the error made by the students. This research only deals with the error analysis on composition written by the students' of *STIKES Aisiyah*. Here, the writer describes the types, causes and source of error, draws frequency of error types which is made by them. The writer will apply the theories of error analysis. This limitation is done to make easier in this study.

#### **F. Benefit of the Study**

The writer expects that this research gives much contribution for academic field and practical field.

##### **1. Practical Benefits**

###### **a. Students**

The result of this study could provide the information of the student's error in writing composition and the evaluation for the students, so they try to avoid the same error in the future.

###### **b. Teacher**



The teacher can recognize the errors made by students in writing composition and the result of this research can be used as the matter to direct students to avoid those errors. The teacher should try new approaches in explaining the material in order their students are able to understand the material better.

## 2. Theoretical Benefit

The writer hopes that the result of this study can be used as the references or media for other researchers to conduct further analysis with the same object but different perspective.

## **G. Research Paper Organization**

This research paper is divided into five chapters, they are as follows:

Chapter I is introduction consisting of background of the study, previous study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory which elaborates the notion of error, the meaning of error analysis, difference between mistake and error, kinds of error, source of error, notion of essay, the essay pattern and the purpose of essay.

Chapter III the research method explaining type of research, object of the study, data and data source, technique of data collection, and technique of data analysis.

Chapter IV is the data analysis and discussion of the research finding which is divided into two, namely: the kind of error that is usually made by the students and the cause of error which is made by the students.

Chapter V is conclusion and suggestion.

